

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

024Q091

School Name:

THE RICHARD ARKWRIGHT SCHOOL, P.S. 91

Principal:

VICTORIA CATALANO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q091
School Type: Public School Grades Served: K-5
School Address: 68-10 Central Avenue , Glendale, NY 11385
Phone Number: 718-821-6880 Fax: 718-571-6821
School Contact Person: Victoria Catalano Email Address: VCATALA@schools.nyc.gov
Principal: Victoria Catalano
UFT Chapter Leader: Rebecca Murphy
Parents' Association President: Carol Vetter
SLT Chairperson: Alane Caridi
Student Representative(s): _____

District Information

District: 24 Superintendent: Mrs. Chan
Superintendent's Office Address: 98-50 50th Ave, Queens, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: CFN 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Victoria Catalano	*Principal or Designee	
Rebecca Murphy	*UFT Chapter Leader or Designee	
Carol Vetter	*PA/PTA President or Designated Co-President	
MaeAnn Stolberg	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lisa Rischert member/Parent	CBO Representative, if applicable	
Alane Caridi	Member/ Teacher	
Diane Busch	Member/ Teacher	
Kristina McAllister	Member/ Teacher	
Sonja Lane	Member/ Teacher	
Arlene LoMastro	Member/ Teacher	
Francesca Siragusa	Member/ Parent	
Karen Coar	Member/ Teacher	
Lisbeth Torres	Member/ Parent	
Carol-AnnKurdziel	Member/ Parent	
Venus Verdon	Member/Parent	
Tracy Rodriquez	Member/ Parent	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

- The Richard Arkwright School (P.S. 91Q) is located at 68-10 Central Avenue Glendale, New York 11385. The schools community has unique and important characteristics that range from Pre-Kindergarten to Fifth grade. The school serves a population of approximately 870 students from culturally diverse backgrounds. The community is home to many new immigrants from Eastern Europe and the Middle East. The school is a central part of the community to many of the students and their families and has provided an education for the children of Glendale since 1914. An addition to the original school structure was especially designed to meet the needs of early childhood learners. In addition, it is barrier free and can accommodate the physically challenged. The main building and its addition are well kept, where pride in our students' accomplishments is evident in the prominently displayed student work.

PS 91's mission statement: PS 91Q is an inclusive school community dedicated to helping all children attain high academic standards. This is achieved through programs in curriculum of high scholastic excellence and a nurturing environment. We strive to develop lifelong learners who will be productive citizens in the world community.

The schools instructional focus is aligned to the CCLS. Students will develop the skill of using evidence to support arguments in discussion, which will then transfer to stronger writing in literacy and mathematics. This will develop the communication and collaborative skills that support college and career readiness.

PS 91 is privileged to have a great number of partnerships. Our partnership with St. Josephs College continues to allow student teachers to come and gain valuable teaching experience while helping the student population of PS 91.

PS 91 also has a strong partnership with the Greater Ridgewood Youth Council for a number of years. They assist our children with homework help and socialization Mondays through Fridays for 3 hours each day. This program builds character and creates good citizens. PS 91 has a longstanding relationship with The Metropolitan Opera, which brings the arts into the classrooms twice a year. The students and teachers, working with Metropolitan Opera trained teachers, are challenged to learn and appreciate a specific work of art, using carefully planned lessons. This program believes that the study of the arts is an essential part of high-quality education, and that the study of the arts can develop skills of critical thinking, questioning, perception, and reflection that support learning in all subjects across the curriculum.

We are in partnership with the Intrepid Air, Sea and Space Museum to enrich our students in the academic areas of Science, Math, Social Studies and Technology. Students are instructed in historical events, analyze artifacts and participate in Science experimentation. Family participation is expected at our culminating event.

We have a pending partnership with Arts Connections that includes; a puppetry theatre for the lower grades and a dance program for the upper grades. This will expose students to an appreciation of theatre and movement.

- Strengths: PS 91 takes pride in the school strengths that include, feedback from parents stating that we care very much about the social and emotional needs of our students and work hard to make sure they are met each and every day.

We boast of a high quality art program where the teachers teach to The Blueprints to ensure higher level thinking. Students are continuously engaged throughout the lessons.

Teachers meet regularly to share best practices in order to ensure that our school meets the rigorous CCLS standards.

Students are able to provide feedback about their next steps based on the rubrics for the various assessments.

According to our School Quality Snapshot 96% of parents are satisfied with the education

received at PS 91.

85% of parents feel that the school offers a wide enough variety of courses, extracurricular activities and services.

PS 91 prides itself on providing a warm and caring environment for Preschool classes. We have grown from 2 classes to 5 classes. This allows us to prepare the classes for a smooth transition into Kindergarten.

We currently have a 5th grade club program which allows students to choose from a variety of interests contingent upon completed work assignments and proper behavior. (Glee Club, Dance Club, Basketball Club, Game Club, Lego Club, Forensic Science Club and an Arts and Crafts club) We have a strong relationship with our current Parent Teacher Association who support PS 91 on a daily basis. They also conduct many fundraisers to help supplement materials the school may need.

PS 91 has a successful Student Government that partakes in community outreach projects such as Toys For Tots and Food for the Needy. Through participation, the students gain a sense of citizenship and responsibility.

Our monthly character assemblies focus on two themes. Students with perfect attendance are acknowledged in front of their peers and families for their achievement. We also teach the students a different character trait each month to prepare them to be the best that they can be.

Paraprofessionals receive in-house professional development on various topics to be able to help the classroom teacher better instruct the students. It includes in depth analysis of our programs as well as behavioral strategies for difficult students.

In House Mentoring Program provides new teachers with support and resources to address concerns and develop confidence in their new careers.

- Challenges: Although class size is within the regulations, this poses a challenge to teachers as they are limited to meeting areas and general space.

To address these academic challenges we are encouraging more parental support at home in all academic subjects.

It is a constant challenge to bridge the gaps and supplement the curriculum provided, to meet the educational needs of our diverse population.

Although our school is in good standing, according to the School Quality Snapshot student achievement is approaching its target.

Student behavior and respect for authority is a challenge and this is in part due to the high number of students per class. We are currently working on strategies to address these issues.

Attendance and lateness continue to be a struggle for our school. Although some strategies have been attempted, we continue to address it. Some of the strategies include students having mentors and participating in reward activities.

- Accomplishments: PS 91 is proud that we have a strong after school skills program that targets Level 1 students in Math and ELA in grades 3, 4 and 5.

We have a successful morning program to benefit our entire ELL population.

PS 91 has met its targets on student progress and closing the achievement gap according to the School Quality Snapshot.

We have a close working relationship with our parents and 96% of them are satisfied with the education their child receives at PS 91. Our Parent Coordinator provides workshops based on parent needs and requests.

College and Career Day has been such a success over the past 2 years, which is why we plan to continue to welcome parents and other community workers. This exposes our students to a variety of career opportunities as well as developing a respect for workers in the community.

- Based on an in depth analysis of the School Quality Guide and data files, there was an increase in the overall median adjusted growth percentile for the ELA exam. In 2012-13, the data indicated 49.4% of the peer range while in 2013-14, the data indicates 69.1%.

Additionally, there was an increase in the average early grade progress points received for the

ELA exam. In 2012-13, the data indicated 1.57 while in 2013-14, the data indicates 1.86.

However, in 2013-14, the median adjusted growth percentile in Math decreased by 18.7% when compared to the peer range. In 2012-13, the data indicated 57.1.0% of the peer range while in 2013-14, the data indicated 38.4%

Therefore the key area of focus for the new school year is in the area of Student Achievement.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> An analysis of school performance on the NYS Math Test indicated that our students lacked the basic skills needed to apply more complex mathematical concepts. This resulted in our school not meeting our target in student achievement. Strengths PS 91 successful classroom is built around a strong curriculum aligned to the common core that challenges students, scaffolds their needs and is nurtured by teachers who keep them engaged. We have worked on Vertical Inquiry teams to develop problem solving guidelines. Needs We realize the need to reinforce basic skills while addressing content vocabulary to apply to the solving of more complex mathematical computations. We need to continue to adapt the Go Math curriculum to meet student needs and customized inclusive instruction, small group work and aligns practice and content across grades.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 25 % of students who scored level 2.5 to 2.99 on the NYS Math Test will increase their score to a Level 3.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Go-Math CCLS aligned Math Program with scaffolds Minute Math to address number fluency IXL computer program Xtra Math.Org computer program CCLS I-Ready Test Prep Exemplar (Online Math problem solving site) Friday dedicated word problem instruction period 	Grades 4-5 Level 2.5 to 2.99 students	Oct 2014 to June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para- Professionals and Administrators

<ul style="list-style-type: none"> • Math Bee • Pilot program to departmentalize 2 fourth grade classes • Vertical Math inquiry teams. • Small group instruction based on Chapter Tests 			
<ul style="list-style-type: none"> • Minute Math to address number fluency • Show what you know • Hands on activities • Vocabulary instruction scaffolds • Spiral review • Modeling with Sheltered English • Rtl Math Activities • Reteach • Small group instruction based on Chapter Tests 	ELL's and SWD's	Oct 2014 to June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators
<ul style="list-style-type: none"> • Engage NY activities • Kahn Academy computer based extra help • IXL computer help at home • Parental Math workshops • E-Chalk parent communications 	Grades 4-5 Level 2.5 to 2.99 students ELL's and SWD's	Oct 2014 to June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators
<ul style="list-style-type: none"> • The PS 91 community engages all member including administrators, teachers, students and their families. This is based on a mutual respect and the encouragement of a strong school culture where true collaboration occurs and student achievement can grow. 	Grades 4-5 Level 2.5 to 2.99 students ELL's and SWD's	Oct 2014 to June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators and Parent Coordinator
- PD for Go Math for Teachers and Parents
- IXL licenses
- Flexibility in scheduling

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- By midyear, targeted students will show a 50% improvement as measured by the comparison for the beginning of the year Math assessment to the mid-year Math assessment.
- September 2014-February 2015

Part 6b. Complete in February 2015.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?

x

Yes

No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> To improve student achievement high quality instruction must be implemented on a daily basis. PD will help teachers acquire skills and provide opportunity for them to develop, grow and learn. Best practices are shared from peers and experts are utilized. Teachers are committed to student success and to improving their school. <u>Strengths</u> PS 91 has a 100% high quality teaching staff that is committed to improving pedagogical practices through continuous learning and professional development. <u>Needs</u> In an effort to continue to grow as educators our staff needs to attend PDs that will address their individual needs based on personal teacher goals.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, a comprehensive PD plan will be implemented that includes a minimum of 40 hours of Professional Development per teacher around developing content knowledge and enhancing pedagogical practices leading to student achievement as measured by PD attendance logs and classroom observations of teacher practice as documented on Advance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Vertical teacher teams Teachers sharing best practices Variety of specifically targeting topics of need Use of professional literature to introduce up to date and innovative teacher practices Use of professional video library PD on the use School Net PD on the use Fountas and Pinnell online data management system PD on the use of Fitness gram 	All Staff	Oct 2014 to June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators and Parent Coordinator

<ul style="list-style-type: none"> • PDs on ELL strategies and best practices • PDs on SWD strategies and best practices • PDs on tiered strategy instruction 	All Staff	Oct 2014 to June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators and Parent Coordinator
<ul style="list-style-type: none"> • List PD's on E-chalk 	Parents	Dec 2014 to June 2015	Parent Coordinator
<ul style="list-style-type: none"> • Creating a trusting environment among colleagues through peer inter-visitations. • Ongoing collaboration to improve instructional practice • Professional learning which enables teacher regularly to improve teacher practice and implement strategies to meet student needs. • Deprivatizing classroom instruction 	All Staff	Oct 2014 to June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Job embedded professional learning provided by staff
- Network support personnel
- Coverages for both in house and outside PD during the school day

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February, teachers will have a minimum of 20 hours of professional learning as measured by professional learning attendance logs.
- September 2014-February 2015

Part 6b. Complete in **February 2015.**

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|--|---|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | x | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> In an analysis of student performance trends indicated a need to improve Reading, Writing and Math instruction school wide. An in depth item analysis revealed students needed improved instruction in Reading strategies, basic Writing skills, Math fact fluency and problem solving strategies. <u>Strengths</u> PS 91 has a 100% high quality teaching staff that is committed to improving pedagogical practices through continuous learning and professional development. <u>Needs</u> In an effort to continue to grow as educators our staff needs to attend PDs that will develop strategies to improve teacher instruction to impact student learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, Inquiry Teams will meet regularly to examine data and student work to improve teacher instructional techniques and strategies. Teachers will share a common set of beliefs about how students learn in order to improve student achievement by 25% in Reading, Writing and Math as measured by Fountas and Pinnell levels, PBA results and Go Math Benchmark Assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Go Math resources Engage NY Modules XtraMath.Org IXL computer program Exemplars Daily fluency drills School wide problem solving guideline 	All Staff	October 2014-June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators

<ul style="list-style-type: none"> • After school skills program • Differentiated instruction in Reading, Writing and Math • Preview content vocabulary • Graphic Organizers for Writing • Reading levels will be indicated on student report cards • Integrate Hochman strategies into the Ready Gen writing • Miscue analysis from running records • Cycles of inquiry in Reading, Writing and Math will examine and analyze data to adjust instruction to meet student needs • Cycles of inquiry will examine data and student work to determine best practices and alignment with a common set of beliefs • Integrate more technology in Reading, Writing and Math • PD Team will meet following each cycle of inquiry to plan professional development based data and feedback from each Inquiry Team • MOSL Team will use data from the Benchmark Assessment System to support Reading instruction 	ELL's and SWD's	October 2014-June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators, Parent Coordinator
<ul style="list-style-type: none"> • State Test Parent Workshops • IXL at home • Engage NY activities • Go Math ESL component • Raz-Kids • Guided Reading • Scaffolded instruction throughout Reading, Writing and Math • Morning Program to support ELLs through use of Imagine Learning English • Differentiated after school programs • Scaffolded Strategies Handbook to support Ready Gen • RtI Guide for Go Math 	All Staff	October 2014-June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators, Parent Coordinator
<ul style="list-style-type: none"> • The above mentioned activities help to form a relationship with all the members of the PS 91 community to share respect and integrity. This trust creates a school culture where all members value and respect each other. Our true collaboration occurs as a result of mutual reciprocity. • Parent Workshops • Parent newsletters • E-Chalk Website • Curriculum letters will be developed, distributed and posted for parents on E-Chalk 	All Staff	October 2014-June 2015	Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators, Parent Coordinator

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Classroom Teachers, Cluster Teachers, Student Teachers, Para-Professionals and Administrators and Parent Coordinator • Planning time • IXL licenses • Flexibility in scheduling

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Student achievement will increase by 12.5% in the areas of Reading, Writing and Math as measured by Fountas and Pinnell levels, PBA results and Go Math Benchmark Assessments.
- Sept 2014- February 2015

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | x | Yes | | No |
|--|---|-----|--|----|
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Based on a comprehensive assessment, using surveys and data analysis of student performance, professional learning opportunities were developed based on teacher interest and need. Feedback given to teachers based on Danielson’s Framework, was used to determine which of the resources was best suited for individual teachers. <u>Strengths</u> PS91 has developed a climate of inclusiveness which inspires all staff and students with a clear vision for student achievement. It is through this goal that we build strong instructional support that improves student achievement. Professional development opportunities are provided and lead to meaningful feedback. <u>Needs</u> Providing intense and specific professional development to teachers in mathematical instruction and practices to enable them to customize inclusive instruction for students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 35% of the pedagogical staff will share in distributive leadership roles to improve teacher practice. This will be evidenced by teachers sharing their expertise and lead professional learning workshops as measured through attendance logs.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Variety of choices for professional learning opportunities that include both in house experts and network leaders. Use of technology programs 	All staff	December through June	Selected staff
<ul style="list-style-type: none"> Use of tiered instruction Use of graphic organizers Use of technology programs 	ELL teachers and Special	December through June	ELL teachers and selected Special Education teachers

<ul style="list-style-type: none"> Using the data sources to align professional learning 	Education Teachers		
<ul style="list-style-type: none"> E-chalk notification indicating Professional Learning opportunities for staff members 	Parents	December through June	Parent Coordinator
<ul style="list-style-type: none"> Staff members value and respect one another, thereby allowing a culture for collaboration and mutual respect for their expertise. 	All staff members	September through June	All staff members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Planning time, technology, volunteer staff members

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- 17.5% of the staff will have led professional learning workshops by February 2015

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|---|-----|--|----|
| <ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? | x | Yes | | No |
| <ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> Our school coordinates and assesses services to families in order to address their needs by creating a welcoming environment for all families. We take advantage of our community resources to enrich the families’ lives. <u>Strengths</u> Parents feel that the school offers a wide enough variety of courses, extracurricular activities and services that include community outreach involving Student Government. <u>Needs</u> Parents have requested a homework help program for the students and homework explanation for the parents.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, there will be 10% parent participation as partners with educators to facilitate student achievement as measured by parent sign in logs during PTA morning meetings/ workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Parent coordinator conducts professional development for parents to inform them of the CCLS for Preschool children, thereby encouraging them to support their children at home. Parent Coordinator along with staff, provide information regarding state test procedures and content to make parents aware of academic requirements need. In partnership with Cornell University’s Food and Nutrition department, we provide nutrition and cooking classes to parents to educate families on healthier food options. 	Pre-K and Kindergarten students,	September through June	Parent coordinator, administration, staff

<ul style="list-style-type: none"> Parent coordinator offers workshops for ELL parents in order to teach them to find opportunities for learning in an everyday world. 	ELL parents	September through June	Parent coordinator
<ul style="list-style-type: none"> Parent coordinator sends out monthly newsletters along with the school calendar Parent coordinator maintains school website Parent coordinator uses the automated school messenger to inform and remind parents of important upcoming events and information. 	Entire school population	September through June	Parent coordinator, teachers & SLT
<ul style="list-style-type: none"> The above mentioned activities help to form a relationship with all the members of the PS 91 community to share respect and integrity. This trust creates a school culture where all members value and respect each other. Our true collaboration occurs as a result of mutual reciprocity. 	Entire school population	September through June	All staff members

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Staff members, Parent Coordinator, technology , coverages for staff , Community experts

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015 a 5% increase in parent participation will be evident as measured by sign in logs.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 	x	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • Grade 2 Level 1 According to Benchmark Assessment system • Grade 3 scaled score below 299 • Grade 4 scaled score below 296 • Grade 5 scaled score below 297 • Guided Reading • Simon Sound It Out • Foundations • Wilson Reading Program • Imagine Learning English • LLI • Skills Academy • Raz-Kids • Explode the Code 	<ul style="list-style-type: none"> • Reading Intervention Program • Reading Intervention • Reading Intervention • Reading Intervention • Reading/Writing Intervention • Reading Intervention 	<ul style="list-style-type: none"> • Small Group • Small Group • Small Group • One-to-One • Small Group • One-to-One • Small Group 	<ul style="list-style-type: none"> • During the Day • After School • During the Day/After School • During the Day • During the Day • During the Day • Before/During the Day • During the Day • After School • During the Day • During the Day
Mathematics	<ul style="list-style-type: none"> • Grade 3 scaled score below 293 • Grade 4 scaled score below 284 • Grade 5 scales score below 289 • Go Math 	<ul style="list-style-type: none"> • Math Intervention/ Word Problems • Math Program 	<ul style="list-style-type: none"> • Small Group • Small Group 	<ul style="list-style-type: none"> • After School • During the Day

	<ul style="list-style-type: none"> • Math games and manipulatives • IXL computer based Mathematics program • Skills Academy 	<ul style="list-style-type: none"> • Math Program Interventions • Computer Based Program • Math Intervention 	<ul style="list-style-type: none"> • Small Group • One-to-One • Small Group 	<ul style="list-style-type: none"> • During the Day • During the Day • After School
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Group counseling • One on one counseling • On a needs basis 	<ul style="list-style-type: none"> • Guidance Intervention • Guidance Intervention • Psychologist or Social Worker 	<ul style="list-style-type: none"> • Small Group • One-to-One • One-to-One 	<ul style="list-style-type: none"> • During the day • During the day • During the day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • All teachers at PS 91Q are highly qualified. • In collaboration with St. Josephs College, our highly qualified teachers model and share effective teaching strategies for curriculum and management. • Teachers are given assignments based on the educational background and license. • Highly qualified teachers are identified based on school data and invite others to observe effective educational strategies. • The Principal and Assistant Principals attend network meetings to share with staff. • Select teachers attend network meeting to turnkey to the staff.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Individual professional development based on the Danielson Rubric provided by administrators to improve teacher performance through feedback on observations. • Professional development turn-keyed by various staff members to support the implementation of the CCLS. • A series of workshops dedicated to supporting teachers of ELLs students. • Both in house and outside PD consultants provide instructional support in technology for our staff.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Kindergarten orientation provided for parents of incoming Kindergarten children.
- Screening of incoming Kindergarten students for more heterogeneous grouping.
- The sharing of records between Pre- Kindergarten and Kindergarten teachers.
- Inter-visitations given to Pre- Kindergarten students to familiarize themselves with PS 91.
- Articulation between Pre- Kindergarten and Kindergarten teachers.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Periodic assessments for upper grade students are determined by an instructional team.
- School wide decision to administer a beginning, middle and end of the year math assessment.
- Administration of reading level benchmarks determined by an instructional team.
- ELL Periodic Assessments administered twice a year determined by teacher teams.
- Selection of appropriate assessment for NYSSA students determined by special needs teachers.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$ 327,061.00	X	12-24
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$ 151,785.00	X	12-24

Title III, Part A	Federal	\$ 11,200.00	X	23
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[The Richard Arkwright School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[The Richard Arkwright School]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g. state accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about

school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

Parent Involvement Policy



P.S. 91, Queens
The Richard Arkwright Elementary School
68-10 Central Avenue
Queens, NY 11385
(718) 821-6880
FAX (718) 386-0216

Principal
Victoria Catalano

Assistant Principals
Penny Psahos
David Berkowitz

School Parent Involvement Policy

I. General Expectations

P.S. 91Q agrees to implement the following statutory requirements:

- The school has implemented programs, activities and procedures for the involvement of parents, consistent with section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(a)(2) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(a)(2) of the ESEA.
- The school is incorporating this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent that, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement are spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
 - **That parents play an integral role in assisting their child's learning;** |
in section 1118 of the ESEA.
 - **That parents are encouraged to be actively involved in their child's education;**
 - **That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described**
 - **The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.**

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **P.S. 91Q takes the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**
 - Periodic Parent Workshops
 - E-chalk
 - ESL Workshops
 - Workshop for parents of upper grade students on how to prepare for the State Math & English Language assessments.
 - Workshops on the Common Core Learning Standards during PTA conferences.
 - Workshop on Raz-Kids
 - Pre-K parent workshops
 - Parent-Teacher Conferences
 - ELL parent orientation meetings.
 - Parent Coordinator works closely with parents and helps them understand school policies.
 - The Administration provides parent surveys for parental feedback.
 - The Administration and teachers work closely with parents and offer a variety of activities that foster parent participation in the school.

2. **P.S. 91Q takes the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:**
 - Keep parents informed of all school activities through newsletters and monthly calendars.
 - Keep records of attendance of all meetings, parent-teacher conferences and workshops for parents.
 - Evaluate the effectiveness of parent workshops given by the Parent Coordinator.
 - Translation of documents into parents' home languages.
 - Encourage staff to participate in school activities held after school.

3. **P.S. 91Q provides the following necessary technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:**

- Provide orientation on health issues that allow parents to communicate with the school nurse and discuss the needs of their children.
 - The SAT informs and advises parents on the appropriate environment for their child.
 - All staff members provide a welcoming environment for parents in an effort to maintain a positive relationship with the school community.
4. **P.S. 91Q coordinates and integrates Title I parental involvement strategies with parental involvement strategies under the following other programs: parent volunteers**
- School Leadership Team parents and various parent committees
5. **P.S. 91Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.**
- Parent survey will help us determine the changes that need to be made in order to increase parental involvement.
 - PS 91 website to inform parents of ongoing activities.
6. **P.S. 91Q is committed to building strong parental involvement to improve student academic achievement through the following activities specifically described below:**
- A. The school provides parents with tools needed to understand the following:
- Alignment of CCLS in curriculum
 - Content of New York State Math Test
 - Content of New York State ELA Test
 - Periodic Math and ELA assessments
 - Pre-K Curriculum
 - Qualifications for NYSAA students
 - Helping the parents understand how assessment drives instruction
 - Computer programs that can be used at home
 - Attendance mentoring program

- The school provides materials and training to assist parents as they support their children's academic achievement.
- The school community and parents will work as equal partners to foster student achievement.
- The school will coordinate and integrate the parental involvement programs for Raz-Kids ,IXL Math and Imagine Learning English to address literacy, math and content area instruction.
- The school takes the following actions to ensure that information is sent to parents in an understandable and uniform format, including alternative formats upon request.
- The Parent Coordinator will conduct ongoing meetings with parents that will address a variety of school topics.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
- Adopting and implementing model approaches to improving parental involvement.
- Developing appropriate roles for community-based organizations and businesses, in parental involvement activities.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
- Involve parents in all school trips and school plays.
- Have parents communicate to other parents the importance of parental and school involvement.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a parent's needs assessment survey. This policy was adopted by P.S. 91Q and will be in effect for the period of September 2014 - June 2015. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 29, 2014.

School-Parent Compact

[The Richard Arkwright School], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn

more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

SCHOOL-PARENT COMPACT



P.S. 91, Queens
The Richard Arkwright Elementary School
68-10 Central Avenue
Queens, NY 11385
(718) 821-6880
FAX (718) 386-0216

Principal
Victoria Catalano

Assistant Principals
Penny Psahos
David Berkowitz

School-Parent Compact

P.S. 91Q and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the rigorous standards as set forth by the Common Core Learning Standards. This school-parent compact is in effect during school year 2014-15.

Required School-Parent Compact Provisions

School Responsibilities

PS 91Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Common Core Learning Standards as follows: Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards by providing staff development to all staff and hiring highly-qualified teachers.
2. Hold parent-teacher conferences (at least 3 annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall of 2014 and spring of 2015.
3. Provide parents with frequent reports on their children's progress. Specifically, the school provides reports as follows: Report Cards are distributed to parents in November, March and June.
4. Provide parents reasonable access to staff. Specifically, staff is available for consultation with parents as follows: Meet the Teacher in the fall of 2014, Parent-Teacher Conferences in the fall of 2014 and two in the spring of 2015, parent conferences during teacher preparation periods and Tuesday afternoons during parent engagement. All teachers are available via e-mail on the PS 91 website.
5. Provide parents opportunities to participate in their child's class and to observe classroom activities as follows: Open School Week, content specific celebrations.
6. Involve parents in decision making regarding resources needed for the school.
7. Involve parents through the SLT in the joint development of any School wide Program plan (for SWP schools) in an organized, ongoing and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs

and to explain the Title I, Part A requirements and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to maximize parent involvement. All parents of children participating in Title I, Part A programs (participating students) and will be encouraged to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and translated in a language those parents can understand.
Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions.
11. Provide to each parent an individual student report about the performance of their child on the State assessments.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the Common Core Learning Standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Obey school policy
- Follow the discipline code.

SIGNATURES:

_____ PS 91 Q SCHOOL	_____ PARENT(S)	_____ STUDENT
_____	_____	_____

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School: The Richard Arkwright School	DBN: 24Q091
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of ELLs to be served: 18	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 2	
# of certified ESL/Bilingual teachers: 1	
# of content area teachers: 1	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

P.S. 91Q implements an ESL program (Grades K-5) in accordance with the CR Part 154. Beginning and intermediate ELL students receive 360 minutes of ESL instruction per week. Advanced ELL students receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week as per Part 154 regulations. There are 3 state and/or city certified ESL teachers. Students in the ESL program are taught in English

In addition to the ESL program that services mandated students during the school day, Title III also provides English Language Learners with supplemental instruction in a before school program. All ELL students received invitation letters to the Title III program. The instructional program will service ELLs in grades 1-5 who score at the beginning, intermediate and advanced levels on the NYSESLAT. The before school program will address instruction to improve literacy in the content areas. Teachers will provide supplemental instruction in alignment with the ESL and Common Core standards. We will use ESL strategies to help students meet the standards and through this, achieve higher scores on the NYSESLAT and other state assessments. One class instructed by a certified Bilingual Education in conjunction with a common branch teacher will meet on Monday, Tuesday, Wednesday mornings from 7:15 to 8:00 AM starting in October running till June. The Certified Bilingual Education teacher will be responsible for scaffolding instruction using ESL strategies to meet the need of our students enrolled in the program. The common branch teacher is a reading intervention teacher who is expert on providing reading strategies for struggling learners. Newcomer ELL's will be taught using ESL strategies to aid them in grasping the challenging vocabulary in the content areas. More advanced students will continue to be challenged by ever more rigorous materials to enhance their educational experience. Instruction will concentrate on improving literacy in content areas such as Math, Social Studies and Science. Supplemental instructional materials from Imagine Learning English will be used to augment the literacy instruction. Imagine Learning English is a computer based program that through an entrance exam places the student at his or her appropriate level based on the students grade and skill level. The program adapts to the students' needs as the children progress through the lessons. If the student requires more assistance the program will provide more scaffolds. If the student is progressing quickly, the program will advance the child at a more rapid rate. The instructors, both Bilingual and content area are well versed in the program and are able to offer assistance to the students when they run into challenges. The instructors will provide small group instruction based on the literacy data generated by the program. The purchases of the Imagine Learning English materials are to address the needs of our ELL students. This material will address such needs in literacy as phonemic and phonological awareness, decoding and word recognition, spelling, pre-reading strategies, fluency and oral reading skills, comprehension strategies and handwriting.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Title III Professional Development will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners and the implementation of the Imagine Learning English Program. Five, 50 minute ESL workshops will be given. ESL instructors will give the workshops. It will also focus on how to prepare ELL students in all grades to meet and exceed NYC and NYS ESL learning and performance standards and achieve higher scores on all city and state assessments. The workshops will also focus on NYSESLAT and scaffolding. Both school assigned certified ESL teachers will train teachers participating in the professional development. The teachers working the after school instructional program will receive a total of six (6) hours of professional development given by in house ESL teachers and ESL consultants brought in by the school to enhance the Title III instruction in November, December 2014, January, March, April and May 2015. Professional Development will include but not be limited to such topics as:

- 3 Hours of Instruction on the implementation of Imagine Learning English
- 1 hour of Instructional modifications
- 1 hour of NYSESLAT implications
- 1 hour of Assessment data analysis

The follow up will be given by formal and informal observations by the Title III supervisor.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

PS 91 translates all important parent notifications into various languages as needed by our multi ethnic school staff. All translations are done in a timely fashion so that our parent community can be adequately informed. At our Parent Information Center our Parent Coordinator provides parents with language translation via computers and pamphlets.

Part D: Parental Engagement Activities

Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by staff members with the option of being performed by an outside contractor if necessary.

All workshops provided to parents will take place from October 2014 through June 2015. They will be given by our Parent Coordinator, ELL Teachers and Administration. Our Parent Coordinator will provide translations to ELL parents as they are needed. The school also provides translations by our multi ethnic school staff.

- Workshop on the Common Core Learning Standards during PTA conferences.
- Several parent workshops to inform them on the resources available to them through ARIS.
- Workshop for parents of upper grade students on how to prepare for the State ELA assessment.
- Workshop on Raz-Kids.
- School wide Literacy Night.
- Several parent workshops to inform them on the resources available to them through ARIS.
- School wide Math night.

Workshop for parents on PTC evenings on how to support their children after they test out of ELL programs.

- Workshop for parents of upper grade students on how to prepare for the State Math assessment.
- Workshop on the Common Core Learning Standards during PTA conferences.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 091
School Name The Richard Arkwright School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Victoria Catalano	Assistant Principal Penny Psahos
Coach Gerda Radske	Coach David Berkowitz/AP
ESL Teacher Jonathan Silverman	Guidance Counselor Frank Sciarratta
Teacher/Subject Area Lisa McNally/Reading	Parent type here
Teacher/Subject Area Jadwiga Stachura/ESL	Parent Coordinator Veronica Feliciano
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	802	Total number of ELLs	60	ELLs as share of total student population (%)	7.48%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
Push-In	0	1	0	1	1	1								4
Total	1	2	1	2	2	2	0	10						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	54	0	7	6	0	1	0	0	0	60

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	54	0	7	6	0	1	0	0	0	60
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE <u>0</u>	0	0	0	0	0	0								0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0							0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	3	5	6	1								26
Chinese														0
Russian														0
Bengali														0
Urdu		1												1
Arabic	1	4	6	1	2	3								17
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1											1
Albanian			1		1									2
Other	2	4	3	1		3								13
TOTAL	9	14	14	7	9	7	0	60						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	7	3	3	4	1								25
Intermediate(I)	4	3	3	1	2	1								14
Advanced (A)	3	4	1	5	0	10								23
Total	14	14	7	9	6	12	0	0	0	0	0	0	0	62

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2	0	0	!Und
4	3	0	0	0	
5	10	0	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		2		0		0		
4	2		1		0		0		
5	8		3		0		0		
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		1		0		
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

P.S. 91 uses the TCRWP student profile assessment and Fountas and Pinnell running records in grades K-2 to assess our ELL students. In grades 3-5 we use the Fountas and Pinnell running records along with TCRWP and ELA Performance Assessment and Baseline Math

Assessments to assess our ELL students. Our analysis has shown that nearly 100% of our ELL's read one or two grades below their current reading level as measured by the Fountas and Pinnell running records. The lower reading levels have been attributed to our large ELL special needs population along with the nature of ELL students picking up the new language. Our running records drive instruction by helping us form targeted reading groups for both individual and small group instruction and guided reading. In addition, many of our ELL's receive AIS services to help them with their academic progress. We also formed an RTI team to address the needs of our ELL population. TCRWP student profile assessment results are not available yet, but will be updated as they become available.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After a careful review of the data we have found that overall we have 40% of our students performing at a beginner level on the NYSESLAT, 23% at an intermediate level and 37% at an advanced level. The data shows that our ELLs have continued to make adequate yearly progress on the NYSESLAT exam.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Paste response to question here:
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a. We studied the patterns across proficiencies and grades. Our Special Education students consistently perform at a lower level than our general education students in the content area tests. Most students scored 1 on the Math assessment. On the 4th grade Science most students scored levels 1 and 2 and 3. Special Education students usually scored on level 1 and 2. We found that the students who are able to take the content area tests in their native language tend to do better than if they had taken the test in English.

b. The results of the ELL Periodic Assessments are used at PS 91 as one of the driving factors for classroom instruction. The results indicate weaknesses and strengths of individual students. Lessons are geared to work with students who are having difficulty in certain skill areas.

c. PS 91 has learned that our ELLs tend to be weaker in their Reading/Writing modalities. Some of the newcomers have had difficulty with the Listening modality. Classroom teachers supplement their libraries with laptop computers with Imagine Learning English which supports the students as per the child's individual needs in their native language or English to help their ELL students to better grasp the English Language. Instruction is geared to help promote the acquisition of content and tier 2 level vocabulary. Children are often paired up with other students who speak their native language in class to act as their own personal translators.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
PS 91 assesses our ELLs reading levels through Fontas and Pinell and writing through language structure analysis to determine ELL's needs (Christna Celic, "English Language Learners Day by Day K-6"). ELL students in need of RtI are afforded all opportunities to participate in morning, after school and Saturday programs to improve their English skills. Additionally, PS 91 takes advantage of available computer programs for English Language Learners such as Imagine Learning English. This programs adapts to the individual needs of our ELLs and designs appropriate instruction through interactive reading, visual support, native language support and listening.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language proficiency is determined by analyzing language proficiency assessments. This analysis is used to plan appropriate instruction to meet the needs of our ELL students. Ongoing assessments help to adjust instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success in our ELL program can be measured by how well the students assimilate into an English speaking classroom. In addition,

student success is quantitatively measured by Fountas and Pinnell reading levels, TCRWP student profile assessments and both periodic and standardized assessments. Our students benefit from the quality of instruction given to them. Success in ESL is measured not only by data and standardized tests but by the smiles of the children as they acquire a new found language.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
There are many steps taken to ensure proper placement of ELL students in PS 91. Initially new admitted students are given a Home Language Identification Survey (HLIS) when they enter the school. The parents and students are given an informal interview in English by a pedagogue who has been trained in administering the HLIS and will assist them with the completion of the HLIS. A translator in their native language is provided if needed. The HLIS is reviewed by the trained ESL teachers who determine if the child qualifies for the LAB-R. If the student qualifies for the LAB-R, the student is tested within 10 days of his or her enrollment at PS 91. The LAB-R is administered by a licensed ESL teachers. If a Spanish-speaking LAB is indicated, a licenced Spanish speaking bilingual teacher will administer the test within 10 days of the students enrollment at PS 91. The LAB-R is then hand scored to determine eligibility for ESL services. ELL students are given periodic assessments during the course of the school year so teachers are better able to monitor their progress in language acquisition. At the end of the year all ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their eligibility and placement for the following year.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
PS 91 has structures in place to ensure that parents understand all three program choices available to their children. At the beginning of the school year in September parents of potential ELL students are invited via letter in their native language to an orientation meeting within 10 days of the enrollment of their child at PS 91. The meeting is conducted by our trained ESL staff and the parent coordinator. The three program options, Bilingual Education, Dual Language, and Freestanding ESL, for their children are discussed in depth, including a video and translations if needed. Upon completion of this orientation parents will fill out a survey and program selection form to indicate an informed choice of which program to place their child into. Records of parent program selection are kept by the school. When enough parents select a particular program, that program will be created at PS 91. Parents will be informed if that program becomes available by mail in their home language. Similar orientations are held during the course of the school year as dictated by new admit enrollment at PS 91.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
PS 91 ensures that all entitlement letters are distributed, and that Parent Survey and Program Selection forms are returned. This is accomplished by our ESL teachers distributing the letters in the parents' native language and following up numerous times with the parents of ELL students to get the letters back from them in a timely fashion. The default program for ELLs is Transitional Bilingual Education. This program is offered to the parents. If enough parents request a TBE program one will be opened. If they do not select a TBE program, the child is placed in an available ESL class at PS 91.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
ELL students are placed in either bilingual, dual language or ESL instructional programs. This is accomplished by a consultation with their parents in their native language during parent orientations in their native languages. ALL programs are offered and

described. The parents have the opportunity to then choose the best program for their child. The students are placed as per the availability of the program at the school and by referring to parent choices. If a program is not available at PS 91 the parent is given the option of enrolling their student in a school that offers the choice they indicated. If enough parents request Bilingual Ed., Dual Language, or Freestanding ESL, the program will be opened at the school.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

RLER and RLAT ATS reports are run prior to administering the NYSESLAT to ensure that all ELLs are accounted for. A roster of students who take the NYSESLAT is then created for all 4 modalities by the testing coordinator. The date and time each student takes each section of the NYSESLAT is accounted for on the roster to ensure that all students take all four modalities of the exam.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

The trend in parent choice letters as evidenced by the program selection forms continues to be for a freestanding ESL program over the past three years. We have had 2 parents of Spanish speaking students indicate that they wanted a TBE program as their first choice. Additionally we have had 1 parent of an Arabic speaking student indicate Dual Language as their first choice. (The school monitors trends in parent choice by keeping a log of parent program choice each year. The program choices are also entered in ATS on the ELPC screen. PS 91 does not have enough students who speak the same language per grade to open up general education TBE classes or Dual Language classes. If a program is not available at PS 91 the parent is given the option of enrolling their student in a school that offers the choice they indicated. Based on the Parent Survey results the programs offered at PS 91 are very much aligned with parent requests for program placement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. ELL instruction at PS 91 is given in two ways. We employ a combination of Push-In (Co-Teaching) and Pull-Out programs. Pull-out programs are due to the large Special Education population in our building and the spread of ELL students in different classes. The students are placed in classes as per their IEP and are spread out all over the school. The pull-out students are serviced in blocks or 45 or 90 minutes as per the days' schedule and the needs of the students. Kindergarten through second grade is mostly a pull-out program with some push-in. Grades three through five are serviced in a combination of push-in and pull-out programs.
 - 1b. The program model for ELL service is heterogeneous block.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our staff is organized efficiently to meet the number of instructional minutes provided according to their proficiency levels in each program model. All students serviced at PS 91 meet the CR Part 154 mandates. The students are serviced as per CR Part 154 mandates (360 minutes per week for Beginning and Intermediate students and 180 minutes ESL and 180 minutes ELA for Advanced students).
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered in all models at PS 91. In the Push-In/Pull-Out model instruction is delivered in English using a variety of teaching strategies. Students at P.S. 91 are continuously instructed within the core curriculum areas to meet the mandated content learning standards. The ESL teacher scaffolds the content area instruction by providing language structures in a small group setting. Some of the strategies used to accomplish this are, graphic organizers, visuals, multi media, pictures, TPR, story maps, timelines, graphs, diagrams etc. Students use a wide variety of instructional materials to assist their language development within the core curriculum. Instruction is based on the students' ability level, whether they are special education, newcomers or long term ELLs. The Ready Gen Program promotes small group work in both the verbal and written form. The model utilizes such strategies as authors chair, accountable talk, turn and talk and writing celebrations. The use of computer technology to assist the ELL students is available and will be increased each year to meet the needs of our language learners. The push-in/pull out model allows the ESL instructor to better service the ESL population in both small group and individual instruction through varied teaching strategies such as scaffolding instruction, partner stories, response groups, peer editing, maintaining journals, conferencing, read aloud, accountable talk, shared reading, as well as other strategies. ESL students are taught in the content areas through inquiry, modeling, word webs, graphic organizers, visuals and through the use of manipulatives. These are all in an effort to promote the learning of academic language in the content areas. Both the ESL teacher and the classroom teacher have a wide variety of materials to use with the children. Some of the materials used are leveled libraries with both fiction and non fiction books so children can read at the appropriate level, Imagine Learning English, Phonics, journals, visual aids, word and phonics games, Go Math, picture dictionaries, listening centers, charts, writing folders, writing centers and a wide variety of manipulatives to be used in the content areas. All of these teaching techniques are designed to promote the learning of academic language for our ELL students so they can succeed in all areas of their education.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Based on the student's records and interviews with parents, we determine the amount of schooling the student has had in their home language. This, along with classroom observations, helps us to determine their level of literacy in their native language and bridge the gap between their native language and English. Ongoing assessment of native language skills does not go on throughout the year because P.S. 91 does not currently have any Bilingual classes which would constantly be evaluating the students in their native languages. There is also continuous congruence between ESL teachers and classroom teachers.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are constantly being evaluated through the year in all four modalities. In reading the students are given running records 4 times during the year to assess their reading levels and writing through language structure analysis to determine ELL's

needs (Christna Celic, "English Language Learners Day by Day K-6"). ELL Periodic Assessments are given in the Fall and Spring. The assessments are analyzed for student performance in the four modalities. In writing the students are given Ready Gen Performance Based Assessments in each module which are all analyzed for student progress. In listening and speaking the ELL students take ELL periodic assessments along with teacher driven exams to assess their progress in listening and speaking as it relates to the NYSESLAT and classwork.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

PS 91 differentiates instruction for all subgroups. When a student enters PS 91 an analysis of the student's past enrollment in school is conducted.

a. If the student is determined to be SIFE (interrupted schooling), he or she is given AIS such as the Foundations Program if shown needed. SIFE students often need additional help with their basic language acquisition. We also provide the computer program, Imagine Learning English to assist them with their language acquisition. This help is provided by our fully certified ESL teachers using strategies to develop oral language and listening skills.

b. Newcomer ELLs are assessed to determine the level of performance. Appropriate teaching strategies are given to them such as TPR, partners, academic language webs and repetition to increase their English skills. To accelerate our ELL students English, they are placed on computer program, Imagine Learning English, which differentiates instruction as per the individual students needs. Content specific scaffolds for language acquisition are provided to ELL students to assist them in class and to prepare them for the ELA. The students are also given AIS to help them succeed on all standardized tests as well as the classroom.

c. Students who are here between 4-6 years are assessed for their strengths and weaknesses in the English language. Based on the data collected on them (Running Records, Interim assessments, formal and informal assessments), an appropriate educational intervention in their area or areas of weakness are provided. AIS are provided in all 4 modalities as per the need of the student.

d. Long term ELLs are reviewed by our staff and administration to determine why the student has not yet become proficient in the English Language. After analyzing data, a specific AIS plan for each individual student is created to address their academic needs.

e. ELL students who reach proficiency on the NYSESLAT are closely monitored for the next two years to see how they are performing on their own. PS 91 looks at all their data to determine if they are in need of any extra support. If the student shows some areas of weakness, AIS is provided for that student as per their need. All ELL students who have passed their NYSESLAT are still entitled to testing modifications for two more years. Upon passing the NYSESLAT, students are assessed by both formal and informal tools that classroom teachers use to determine if more academic interventions are needed.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our ESL teachers use many instructional strategies to promote the learning of academic language in the content areas for our ELL-SWD's. They use grade level materials to instruct the student. Strategies such as graphic organizers, computer based programs, word webs, Juicy work (sentence deconstruction), modeling, partner work and Ready Gen and Go Math scaffolds to help promote the understanding of grade appropriate work.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our ESL teachers push into Grade level ELL classrooms to provide the least amount of disruption to the daily schedules of our ELL's and SWD's learners. We mainstream our ELL SWD students to provide more rigorous academic instruction in the least restrictive learning environment. Students are exposed to additional strategies based on those suggested on the Engage NY website.

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

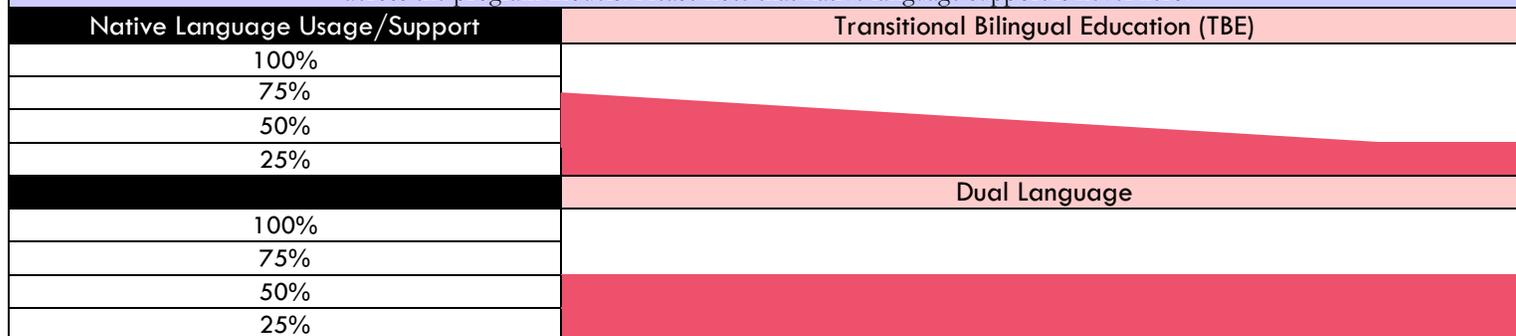
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- PS 91 uses many intervention programs both in and out of the classroom to better service our children who are in need of extra help. After a school wide data analysis we were able to identify the strengths and weaknesses of our students. This is done through inquiry work, analysis of conference notes, teacher observations and critical analysis of running records. We utilize The Wilson Reading Program, Engage NY, Imagine Learning English and LLI (Leveled Literacy Intervention) to help our struggling readers. We will continue to implement The Imagine Learning English Program for our ELL students this year. Ready Gen and Go Math scaffolding methods are used to help our ELL students in all content areas. It focuses on Social Studies, Science, Math and the development of content area vocabulary acquisition. Through the support of our CFN, ESL teachers have been given professional development to teach content area subjects. PS 91 uses the support materials provided in Ready Gen and Go Math. Social Studies and Science are intertwined in non fiction Reading and Writing units of study.
- Ready Gen and Go Math accomplish this task by scaffolding the content area curriculum over all learning levels. For our early grades, Foundations and word study programs are also given to our ELLs who are in need of AIS. Go Math is used to help our ELLs by scaffolding its approach to learning Math. The continued focus is the learning of academic vocabulary in all content areas. All AIS is taught in English to our ESL students. Content specific scaffolds for language acquisition are provided to ELL students to assist them in class and to prepare them for the ELA. The students are also given AIS to help them succeed on all standardized tests as well as the classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- By analyzing the standard and ongoing assessments of our ELL students in all of the four modalities, we can determine that our students make consistent progress in content and language development. This progress demonstrates the effectiveness of our current program in developing both content and language.
11. What new programs or improvements will be considered for the upcoming school year?
- This coming year there will be an augmented use of technology in the classroom for all ELL students.
12. What programs/services for ELLs will be discontinued and why?
- We have discontinued pulling out students for Wilson AIS services. We found that it is more academically beneficial for the student to be serviced in Wilson within their own classroom.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are entitled to come to our before school and after school programs. They are invited to these programs via letter. ELL students stay for our extended day program to get more targeted AIS in both English and Math. ELL's participate in all curricular and extracurricular programs, such as computer based programs like Imagine Learning English, Raz-Kids etc. They participate in all classroom educational instruction as well as assembly programs and trips.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Both the ESL teacher and the classroom teacher have a wide variety of materials to use with the children. Scaffolded instruction is provided to our ELLs to support the instructions in Ready Gen and Go Math. PS 91 uses computer based programs like Imagine Learning English program, Raz-Kids to help support our ELL's in English. Some of the other materials used are leveled libraries with both fiction and non fiction books so children can read at the appropriate level, journals, visual aids, word and phonics games, graphic organizers, computer based English and math programs, picture dictionaries, listening centers, charts, writing folders, writing centers and a wide variety of manipulatives to be used in the content areas. Both the classroom teacher and the ESL teacher utilize these strategies on a daily basis to help assess student's needs and the products that they produce.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ELL and regular classrooms NLA is supported through the use of the Imagine Learning English computer program and its native language support which this program provides. Some native language books, glossaries, dictionaries and access to the internet help students acquire content area knowledge in our classrooms. Whenever possible, our students are paired with other speakers of their native language to act as translators. Our school is very culturally diverse and celebrates all our student's cultures. PS 91 currently does not have any TBE or Dual Language programs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

All required services do support, and resources correspond to ELL's ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Parents are given a tour of PS 91 prior to enrollment of their child to familiarize themselves with the school, classes available and our school policies. Our parent coordinator meets with them to discuss any concerns they might have. We inform parents of our school website which has a translation function on it. Letters sent home are posted on this website and can be translated with the click of a button. Parents of new ELLs are given an ELL orientation whenever they arrive during the school year. Students are afforded the opportunity to take part in all morning and after school programs that PS 91 offers.

18. What language electives are offered to ELLs?

PS 91 does not offer language electives to our students.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The PD's will include teaching strategies, demonstrations, and ESL information crucial to educators. Support is provided by network experts, ESL staff developers and the sharing of best practices among colleagues who teach ELLs. Outside ELL PD's are shared among teachers of ELLs.

2. Teachers of ELLs participate in numerous professional development opportunities including those offered by OELL and our regional support personnel and the sharing of in house expertise. All PD opportunities help our ELL teachers better prepare our students to meet the CCLS.

3. Our staff receives support to assist ELLs in their smooth transition to middle school. Such support includes parent teacher conferences, interpretation of records and middle school requirements and articulation among teachers of elementary and middle schools.

4. Our ESL professional development is geared to help the staff help ELL (LEP) students to achieve the Common Core and NYS ESL standards in both ELA and math. The staff including the Principal, Assistant Principals, Paraprofessionals, Guidance Counselors, Parent Coordinator as well as all teachers and related service providers who work with ELL students will receive five 60-minute ESL workshops. ESL specialists both in house and outside providers will give these workshops. It will also focus on how to prepare our staff to help ELL students in Grades K-5 to meet and exceed the Common Core and NYS ESL learning and performance standards and achieve higher scores on all city and state assessments. In addition, professional development is also given during the ten 50 minute grade conferences on strategies for teaching ELL's. We will also have staff development on ELL strategies during our professional development days during the year. Staff members are also made aware of all ELL professional development opportunities available through the OELL. We plan to implement professional development for classroom teachers to instruct them in ESL strategies and methodologies. Information regarding standardized tests is also provided. Records of PD's are maintained in a binder in the Principal's office.

Some additional workshops provided are:

- November 60 minute ESL workshop on strategies for ELL instruction on aligning ESL with core curriculum instruction.
- December 60 minute ESL workshop on the four modalities of the NYSESLAT
- January 60 minute ESL workshop on developing effective classroom environments for the ESL for Beginning and Newcomer ESL students.
- February 60 minute ESL workshop on strategies for preparing for the NYSESLAT
- May 60 minute ESL workshop on sharing best practices and reflecting on the new NYSESLAT

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The parents of ELL students are invited to attend Parent Orientation meetings conducted by our parent coordinator. Parent Orientation meetings are held during the year. The first is held in September. The meeting is designed to inform parents about the ESL programs that are available at P.S. 91 and around the city. Parents are given a survey and they make an informed choice as to which ELL program will be best for their child. The parents can ask questions, read about the programs and watch an informative video. A designated parent developer is at hand to assist the parents in their choice of programs. Students who are eligible for ESL are placed in an available program based on parent choice. Notification letters in various languages are sent to the parents of all ELL children. Letters in various languages are sent home to parents to invite them to attend additional workshops during the year to learn about, assessments, standards, new curriculums and how to help their child at home. Translation services are provided through our parent coordinator to meet the needs of our ELL parents. PS 91 has a website that parents can use that describes all activities that go on at school. The website provides access to administration, teachers and the parent coordinator by email. Translations are also available on our website into native languages. A needs assessment is sent out to our parents so they can pick workshops that they would like to attend. Workshops are then scheduled. This is done to meet the needs of our parents.
 2. P.S. 91 does not currently partner with other agencies or Community based organizations to provide workshops for ELL parents.
 3. PS 91 evaluates the needs of the parents by sending out parent surveys and reviewing the results of them. The needs of our parents and students are addressed in a timely fashion to help with the continuity of instruction. Parents are contacted by teachers to discuss the progress made by their children on a frequent basis. ELL parents participate in the PTA and all of the special programs that PS 91 offers after school.
 4. P.S. 91 has a full-time Parent Coordinator. Our parent coordinator works with parents on a daily basis to help them understand school issues in their native languages. By involving parents our students can better achieve academic success. Along with teachers the parent coordinator will continue to work and improve communication with the families of ELL students. She will also support our school's ESL program by planning parent involvement initiatives. Our school provides a monthly calendar of events that is sent home to parents. The calendar is also available on our Echalk website, where it can be translated into multiple languages. P.S. 91 provides translation into native languages as necessary better service our immigrant population. Translation services are provided through our parent coordinator to meet the needs of our ELL parents. A needs assessment is sent out to our parents so they can pick workshops that they would like to attend. Workshops are then scheduled. This is done to meet the needs of our parents.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Richard Arkwright School**School DBN: 24Q091**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Victoria Catalano	Principal		1/1/01
Penny Psahos	Assistant Principal		1/1/01
Veronica Feliciano	Parent Coordinator		1/1/01
Jonathan Silverman	ESL Teacher		1/1/01
	Parent		1/1/01
Lisa McNally	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Gerda Radske	Coach		1/1/01
	Coach		1/1/01
Frank Sciaratta	Guidance Counselor		1/1/01
	Network Leader		1/1/01
David Berkowitz	Other <u>Assistant Principal</u>		1/1/01
Jadwiga Stachura	Other <u>ESL Teacher</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: Q24091 School Name: The Richard Arkwright School

Cluster: 2 Network: CFN 94N204

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The primary language of the parent is determined by the interview given during the Home Language Survey. Parents are asked on the HLIS form in what language they wish to correspond. If a language other than English is needed, an interpreter is provided by the school for all communications with the parent. Home Language Identification Surveys are retained by the ESL specialist and classroom teacher in the students cumulative file. Emergency cards are all maintained in our schools general office. Funds are available for paraprofessionals and school aides to be present for open school night so that translations can be made at teacher/parent request. PS 91 insures that all parents who do not speak English can have information adequately disseminated to them in their native language.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

In 2013 approximately 43% of our ELL population speaks Spanish, 28% speak Arabic, 3% speak Albanian, 2% speak Polish, 2% speak Urdu and 22% speak languages other than the ones mentioned above. Whenever necessary a written or oral translation is provided in a timely manner to them to ensure continued participation in the school community. We have a Bilingual parent coordinator to help assist in oral translations. Oral translations are provided by our multilingual staff to assist parents during parent teacher conferences as necessary. During PA meetings, meet the teacher and parent orientation meetings, it has been made known that oral translation services are available on request.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

PS 91 translates all important parent notifications into various languages as needed by our multi lingual school staff. All translations are done in a timely fashion so that our parent community can be adequately informed. At our Parent Information Center our Parent Coordinator provides parents with language translation via computers and pamphlets.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by multi lingual staff members. We also use the option of providing translation via outside contractors within the DOE if necessary.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 91 translates all important parent notification into various languages as needed by our multi lingual school staff. All translations are done in a timely fashion so that our parent community can be adequately informed. Signs are posted indicating the availability of translations services as you enter the school. The Parents' Bill of Rights is distributed in various languages.

Oral translations are provided via telephone or in person to assist our immigrant population. Translations are performed by staff members with the option of being performed by an outside contractor if necessary.

